

Music Exploration Syllabus 2015 - 2016

Bill Reed Middle School

Diane Penny – Instructor

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Welcome to Music Exploration at Bill Reed! I am pleased to be here and am looking forward to a great year. This syllabus is designed to provide you with information regarding policies and grading procedures for the Music Exploration program. *Please sign and return the last page of this document to me.*

Course Description

Music Exploration is a class designed to expose students to the world of choral and instrumental music. Every student who is taking Music Exploration will be expected to participate in all class activities. This is a more academic look at music, so students will be expected to read, write and draw in this class. Below are some of the skills and areas of knowledge that we will focus on in this class:

- Develop music reading skills (note names, counting, etc.)
- Explore good tone and breathing techniques.
- Learn about scales, arpeggios.
- Participate in reading, writing, creating and technology related to music.
- Performance etiquette
- Listening and group performance skills (analyzing, problem solving, teamwork)
- Examine the world through music (cultures, folk songs, dances etc.)

Grading and Classroom Policies

Daily Participation

Students should arrive in class on time and with appropriate materials. This means the student is in the room by the time class is scheduled to begin. **Each student is expected to bring a pencil and their binder to class each day.** Class Participation is a major part of this class! If a student is absent, it is their responsibility to get the make-up work and finish this work in a timely fashion. There are not any night time performances required for this class.

Bill Reed Grading Policy

checks for understanding 80%	approaches to learning 20%
<i>formative assessments</i> These assessments are part of the instructional process and provide information needed to adjust teaching and learning while they're happening. Quizzes and in-class activities are included in this category.	<i>practice</i> The primary purpose of these assignments is for students to practice new skills, demonstrate responsibility and develop effective work habits.
<i>summative assessments</i> These assessments are given periodically to determine what students know and are able to do at a particular point in time. End of unit tests and projects are included in this category. Summative assessments basically "sum up" what a student has learned.	<i>work habits</i> Preparation, productivity, and participation, are behaviors that are critical for success in school. These work habits will be taught, evaluated, and reported.
	<i>extended learning opportunities</i> Occasionally students will be given the opportunity to extend their classroom learning. Willingness to take advantage of these opportunities will be reported.

*For art, music, P.E. and technology, the state standards include indicators for productivity in class, productivity on practice, and collaboration. This may be reported in the 80% category.

Assessments

There will be written assignments as well as a couple of performance assessments during the year for this class. Both summative and formative exams will be given. There will also be a Thompson School District 6th Grade Music Assessment that will be given in March. Students will be notified ahead of time about these tests and we will review for them in class.

Materials Needed

6th Grade Music Exploration students will need:

1/2" or 1" binder with paper

Pencil

1 box of tissues

Music Leaders

There will be one to three Music Leaders chosen from this class. Music Leaders will receive Bill Reed Tribe Pride Points as this is an extra responsibility. A Music Leader’s responsibilities are:

- Being a model student in terms of your attentiveness and participation in class.
- Making sure your section of students have everything they need at the beginning of class.
- Collecting and distributing music/handouts to your section.
- Making sure materials from your section are picked up at the end of class.
- Supporting substitute teachers that are in our room.
- Welcoming new students that arrive and helping them feel a positive part of the school.

Any student wishing to be considered for a music leader position must write a paragraph on the back of the music leader evaluation form (see Mrs. Penny for this form). Indicate why you would be a good choice for a music leader. Then have a teacher at BRMS (other than Mrs. Penny) fill out the section leader evaluation form. That teacher will then and put the form in Mrs. Penny’s mailbox. The teacher does not give this back to you! Music Leaders will be chosen based on a combination of the teacher’s evaluation, the student’s paragraph and my observations of the student’s work ethic during class. Music leader information won’t be sent out until September.

Detach the bottom of this page and return it to me by September 4, 2015. Keep the syllabus for your records. Please call or email me with any questions or concerns regarding your child.
Thank you,

Diane Penny, Music Exploration
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Music Exploration Syllabus Signature Page**

I have read and understand the policies outlined in the Bill Reed Middle School Music Exploration Syllabus. I agree to adhere to the policies and understand that failure to abide by these policies can affect my child’s/my grade.

Student Print _____

Student Signature _____

Parent Signature _____

Date _____